DOCUMENT RESUME

ED 078 106 UD 013 595

AUTHOR Halasa, Ofelia; Fleming, Margaret
TITLE English-As-A-Second Language Project. Title I Fund, Fund Number 58-5: 1971-72 Evaluation.
INSTITUTION Cleveland Public Schools, Ohio. Div. of Research and Development.
PUB DATE Dec 72
NOTE 51p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Bilingual Education; *Bilingual Students; Class Size; Compensatory Education Programs; Disadvantaged Youth; *Elementary School Students; *English (Second Language); Federal Programs; Parochial Schools; *Program Evaluation; Student Grouping; Tutorial Programs; Urban Education
IDENTIFIERS Elementary Secondary Education Act Title I; ESEA Title I; *Ohio

ABSTRACT

The 1971-72 Title I, 1965 Elementary Secondary Education Act, English-As-A-Second Language Project represented local educational efforts for the sixth consecutive year to provide services which would alleviate language, social, and cultural problems of elementary school age second-language learners. The goal of the project was to provide a specialized program of instruction directed at helping non-English speaking elementary school children acquire some level of proficiency in the use of the English language as well as in helping them adjust to the immediate environment. During the 1971-72 school year, the project served a total of approximately 620 pupils in 12 public and one parochial elementary schools. The process objectives included the following: (1) assignment of an English-As-A-Second Language team which consists of an English-As-A-Second Language teacher, a teacher assistant, and a tutor to schools will be based on concentration of non-English speaking students; (2) a maximum of 15 pupils will be assigned to any one class session where duration per session may vary from one hour to 20 minutes based on the proficiency level of the group; follow-up tutoring sessions are from one half and hour to one hour; and, (3) pupils will be grouped according to needs in oral English and basic reading skills. (Author/JM)

FILMED FROM BEST AVAILABLE COPY

013595 E

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

ED 078106

ENGLISH-AS-A-SECOND LANGUAGE PROJECT

TITLE I FUND

FUND NUMBER 58-5

1971-1972 EVALUATION

Prepared
By

Ofelia Halasa
Research Associate

Margaret Fleming
Directing Supervisor

Cleveland Public Schools

DIVISION OF RESEARCH AND DEVELOPMENT

December, 1972

THE 1971-1972 EVALUATION REPORT OF THE ENGLISH-AS-A-SECOND LANGUAGE PROJECT WILL ATTEMPT TO ANSWER THE FOLLOWING QUESTIONS:

1. TO WHAT DEGREE WERE THE PRODUCT OBJECTIVES ATTAINED?

2. WERE THE USUAL ESL SKILLS TRANSFERABLE TO OR EVIDENT IN REGULAR CLASSROOM PERFORMANCE?

3. WHAT WERE STAFF IMPRESSIONS?

ENGLISH-AS-A-SECOND LANGUAGE PROJECT

I. INTRODUCTION

The 1971-1972 Title I English-As-A-Second Language Project represented local educational efforts for the sixth consecutive year to provide services which would alleviate language, social, and cultural problems of elementary school age second-language learners.

A. Needs and Rationale

In the past when less than half of the United States population graduated from high school, acculturation and achievement were not essential to earning a living. The pre-technological working earner offered a ready market for the skills and labor of the immigrant and his children. The untutored and the less gifted could find an income producing role in this society. The problem for the first and second generation child who did not advance socially and economically was not acute. Today, however, the cumulative efforts of technological changes and higher educational requirements have diminished the labor market which traditionally provided the means of purposive and rewarding living for that group.

The rise in level of educational attainment in this country was reflected in the 1970 United States Census which indicated that approximately half of the United States population has graduated from high school. Furthermore, the need of a high school diploma as a prerequisite for a job application form, represents a new phenomena in this country. The problems of employability for the immigrant and his children appear to have been seriously aggravated.

The Cleveland Public Schools, cognizant of these needs and the emerging changes in the country, have continued to assist school age children acquire a basic familiarity with, and later, perhaps, a mastery of the English language. Children's acquisition of some level of proficiency in the English language had to be accomplished as a first step toward bringing them into the mainstream of its academic life. The increasing number of children who have a primary language other than English, have resulted in the creation of special English classes which would be responsive to the language, educational, as well as social and cultural needs.

The goal of the 1971-1972 Title I English-As-A-Second Language Project was to provide a specialized program of instruction directed at helping non-English speaking elementary school children acquire some level of proficiency in the use of the English language as well as in helping them adjust to the immediate environment.

. The product objectives are as follows:

1. Participants will show improvement ($p<.05$) in sentence patterns of the English language based on ratings of classroom and ESL teachers.

2. Participants will show improvement ($p<.05$) in level of vocabulary skills at the end of the year based on standardized test measures and on ratings of classroom and ESL teachers.

3. Participants will show improvement in pronunciation skills ($p<.05$) at the end of the year based on test measures and ratings of classroom and English teachers.

4. Participants will show improvement in basic decoding skills at the end of the year based on teacher-made tests adjusted to reading proficiency standards for children with language barriers.

5. Participants will show improvement in the comprehension of the spoken and the written word ($p<.05$) at the end of the year based on ratings of classroom and ESL teachers.

The process objectives are as follows:

1. Assignment of an English-As-A-Second Language team which consists of an English-As-A-Second Language teacher, a teacher assistant, and a tutor to schools will be based on concentration of non-English speaking students.

2. A maximum of 15 pupils will be assigned to any one class session where duration per session may vary from one hour to 20 minutes based on the proficiency level of the group. Follow-up tutoring sessions are from 1/2 an hour to one hour.

3. Pupils will be grouped according to needs in oral English and basic reading skills.

4. Curriculum program will be carefully structured to include language structures and vocabulary that are readily available within the daily experiences of children, and geared to the proficiency levels of participants.

5. Special tutorial services will be made available to selected Project participants to upgrade their performance with English-speaking peers.

6. Parent involvement and participation in the learning experience of the children will be actively enlisted by the Project staff.

B. Historical Background

Created in the summer of 1967, the ESL Project was originally implemented in nine Title I elementary schools serving a total of 188 second-language learners. During the 1967-1968 school year, the Project operated in seven schools which were subsequently decreased to six schools during the 1968-1969 school year. Project operation was then expanded to 11 schools in 1969-1970, and to 13 schools during the 1970-1971 school year. (Refer to list of schools served from 1967 to the present in Appendix B). A record number of approximately 515-580 children were served in both years.

Assessment of Project operations in the past indicated the following:

- Majority of participants were rated by regular classroom and Project teachers to demonstrate improvement in basic language skills.
- Participants evidenced significant gains in vocabulary and comprehension skills based on performance on standardized reading test.
- Majority of participants were rated to show more positive school attitudes at the end of the school year.

C. Summary of Operations

During the 1971-1972 school year, the Project served a total of approximately 620 pupils in 12 public and one parochial elementary schools. The average daily membership was estimated at 533 pupils. Thirty-two of the 620 participants served represented participants from the ESL-Bilingual Component operating at Hicks school.

The total expenditure of the Project amounted to $252,365. Based on an average daily memberhip of 533 pupils, the Project's per-pupil cost was estimated at $475.00. This cost represents an additional expenditure beyond the $503.77 estimated per-pupil instructional cost[1] incurred from general funds. Thus, the per-pupil combined expenditure of general and Title I funding amounted to approximately $979.00 during the 1971-1972 school year.

---

[1] This expenditure was based on the 1971-1972 per-pupil cost of General Fund Educational Expenditure released by the Office of the Clerk Treasurer.

II. HIGHLIGHTS OF FINDINGS

A. Summary of Key Findings

Assessment of the 1971-1972 English-As-A-Second Language Project indicated its general effectiveness in the attainment of its objectives. The following key findings were noted:

1. Participants showed significant higher level of listening skills ($p < .01$) at the end as compared to that at the beginning of the school year, based on performance on the Project-developed Listening test. Attainment of mastery criterion of 75% accuracy level was noted at all grade levels at the end of the school year.

2. Participants evidenced significant higher level of speaking skills ($p < .01$) at the end as compared to that at the beginning of the school-year, based on performance on the Project-developed Speaking test. Attainment of mastery criterion of 75% accuracy level noted among pupils at Grades 4-5-6, but not evident at the lower grades appears to be a function of maturation factors and the degree to which the Project's Course of Study was completed.

3. Classroom teachers' ratings of participants in their understanding of the spoken English language indicated that seven out of every ten participants across all grade levels (Child Development to Grade 6) demonstrated "Marked" to "Moderate Improvement."

4. Classroom teachers' ratings of participants in their level of sentence phrases indicated that six out of every ten pupils across all grade levels (Child Development to Grade 6) showed "Marked" to "Moderate Improvement."

5. Sixteen out of 25 classroom teachers, representing 64% indicated in a personal interview that Project participation resulted in "Marked" to "Moderate Improvement" in speaking skills. Meanwhile, 14 out of the same 25 teachers, representing 57% indicated that comparable levels of improvement occurred as a result of Project participation.

Performance of children on the Project-developed Listening and Speaking tests appears to concur with teachers' ratings of participants at the end of the year. Attainment of mastery criterion of 75% accuracy in Listening test across all grade levels (Child Development through Grades 4-5-6), indicates that participants had mastered the specific ESL skills, as these measures were based on curriculum content of the ESL Course of Study for Listening and Speaking. Findings 1,2,3,4, and 5 indicated attainment of Project's product objectives relative to improving comprehension of the spoken English language, participation skills as well as the level of sentence structure.

6. Participants evidenced significantly higher level of basic reading ($p < .01$) skills at the end as compared to that at the beginning of the school year at Grades 2,3, and 4-5-6, based on performance on four subtests of the Project-developed reading tests:

   - Participants evidenced attainment of mastery criterion of 75% accuracy at the end of the school year across all grade levels on Word Reading, which taps pupil's ability to analyze a word without the aid of a context.

   - Participants at Grades 4-5-6 evidenced attainment of mastery criterion of 75% accuracy at the end of the school year on Paragraph Meaning which measures child's functional ability to comprehend connected discourses of sentences. Participants at Grades 2 and 3 fell slightly below the attainment of mastery criterion.

- Participants across all grade levels evidenced attainment of mastery criterion of 75% accuracy at the end of the school year on Vocabulary subtest, which taps child's knowledge of simple definitions, reading associations, comprehension of concepts represented by words, etc.

- Participants across all grade levels evidenced attainment of mastery criterion of 75% accuracy at the end of the school year on Word Study subtest, which measures auditory perception of beginning and ending sounds.

7. Classroom teachers' ratings of participants in understanding of the printed word indicated that seven out of every ten participants across all grade levels (Grade 1 through Grades 4-5-6 evidenced "Marked" to "Moderate Improvement."

8. Classroom teachers' ratings of participants in level of vocabulary indicated that seven out of every ten participants across all grade levels (Child Development through Grades 4-5-6) evidenced "Marked" to "Moderate Improvement."

9. Twelve out of 25 classroom teachers, representing 48%, indicated in a personal interview that Project participation resulted in a "Marked" to "Moderate Improvement" in reading skills.

General performance of children on the Project-developed reading subtests appears to agree with the classroom teachers' ratings of participants' reading skills at the end of the year. Participants appeared to have mastered ESL reading skills which were based on the Miami Reading Linguistic Series. Findings 6,7,8, and 9 indicated attainment of product objective relative to improvement in basic decoding skills.

10. Classroom teachers' ratings of participants in integration of ESL skills with regular classroom learning and in interest in schoolwork indicated that six out of every ten participants across all grade levels (Child Development through Grades 4-5-6) showed "Marked" to "Moderate Improvement."

This finding appears to indicate that Project-acquired skills are generalizable to regular classroom learning in spite of differences in class size, in favor of instruction, etc. Furthermore, participants appear to show greater interest in learning, based on teachers' observations and judgments.

11. Ratings of participants by classroom and Project teachers along five language-associated behaviors (oral communication skills, reading skills, sentence patterns, school interest, and integration of ESL-acquired skills with classroom learning) were generally comparable. Nineteen out of 25 individual pair comparisons indicated non-significant differences. The six comparisons which demonstrated significant differences were as follows:

    . Classroom teachers gave significantly higher ratings to first grade participants than did Project teachers in the understanding of the written or printed word and in interest in schoolwork.

    . Project teachers rated participants at Grades 2 and 4-5-6 significantly higher than did classroom teachers in levels of vocabulary skills and English sentences and phrases.

12. Personal interviews of principals (N=5) and classroom teachers (N=25) indicated a variety of opinions from the strongly negative to the strongly positive, relative to Project's effectiveness. While the positive opinions prevailed across all the interviews, evidences of negative sentiment appear to suggest the need for a continuing communication between the Project and the schools in which it has been operating, directed at clarification of mutual expectations and Project role. Additional key findings were noted:

- The outstanding positive features frequently indicated by classroom teachers were:

  Improvement of reading.
  Improvement of oral communication skills.
  Enhancement of self-confidence.

- Listening and speaking skills appeared to be more affected by Project participation as compared to two skills, reading and sentence structure.

- Most frequent recommendation suggested called for "Better teacher-ESL teacher coordination."

B. Implications and Recommendations

The ESL Project appeared to have been effective in helping participants acquire some proficiency in the use of the English language. Significant growth in listening, speaking, and basic reading skills over time and positive ratings of participants by teachers in the Project and in the classroom represent evidences of attainment of the five product objectives. Furthermore, positive ratings of participants by classroom teachers on five language-associated behaviors at the end of the school year suggest the generalizability of ESL skills to classroom learning.

Some statements relative to the Project-developed tests appear to be in order. Based on data presented earlier, it was noted that participants across all grade levels (Child Development through Grades 4-5-6) demonstrated mastery criterion of 75% accuracy in five out of six Project-devised ESL tests at the end of the school year. Attainment of such level is no doubt desirable from the view of criterion-referenced testing, considering that items were based on curriculum content. However, comparable performance and superior at that, among children showing a wide range of age and grade placement raises questions.

Inclusion of items with higher difficulty levels appears to be in order to make it more appropriate for upper primary grade participants.

Item analysis of the Listening and the Reading subtests, based on performance in October 1971, also confirmed their low difficulty level and their low-power discrimination between grade levels. Distribution of items tended to be concentrated in the Very Easy level (75%-100% accuracy) at the upper grade level, strongly suggestive of the fact that the tests may be more appropriate for the younger children or those at the lower grade levels. It is quite possible, however, that the higher level of per cent accuracy may be a function of duration of participation in this particular Project, unfortunately overlooked at the time of analysis. Thus, 53% of the participants were first-year entries; the remaining 47% were returning to the Project for the second or third, sometimes fourth year.

This observed better than average performance at the beginning of the school year, unfortunately, could be mistakenly interpreted to screen out children who may not need the services of the Project, when in fact, the performance is a function of the test. Information obtained from the item analysis has some value, however, for the Project Manager, in terms of providing some objective confirmation of her suspicion of the inappropriateness of the Miami Linguistic Reading Series (which the tests were based) for children beyond the lower primary grade levels. The possibility of using other reading series for upper primary grade children appears to merit some consideration if the Project continues to serve them.

On the other hand, it is also possible that the high performance observed at entry, may be a function of duration of participation. Unfortunately, this important variable was overlooked in the data analysis. Its contaminating effects are no doubt present, considering that only 57% of this year's participants represent first year participants. If this be the case, then it might be of value for the Project and the referral sources to re-examine the criteria for referring children for two or three or more years.

Failure to assess differential effects attributed to duration of participation in analyzing growth over time represents a shortcoming of this report. Inclusion of such a variable in subsequent studies would strengthen the design and may help in decisions involving continued placement or termination, Project priorities, etc.

Despite the questions raised about the tests, its value as a diagnostic and evaluative tool for instructional purposes is evident. As a diagnostic tool, it allows the teacher to have an objective base for planning individualized instruction. As an evaluative tool it enables the teacher to assess growth of pupils over time, at the end of the school year, or at specified time intervals. It will also allow the teacher to assess her own effectiveness and competence as a teacher. Information from these tests could be used to reinforce, to remediate, and perhaps supplement (or shared) with regular classroom instruction.

A major limitation to the use of Project-devised tests, is the lack of information relative to expectancy level. While growth over time, therefore, appears to be statistically significant, there is no way of determining whether the level of performance is at or below

expectancy. No do we know the degree to which these tests, especially the reading tests, correlate with other established tests. It is, therefore, strongly recommended that correlational studies between the Project-developed tests and other established reliable reading tests in the market be conducted in the future.

Continuing provision of services to older children at the upper-primary grade levels remains to be a question for the Project. The Project staff had felt that they should address themselves to this particular need, which had been overlooked in the past because services to younger children represented a priority need. Suggestions for extending and strengthening program services to older elementary school age children have been submitted year after year, but because of limited funds, these children were not really included in the program scope unless they were "beginning speakers" in the English language. Addition of ESL teachers and tutorial time would make possible the provision of services to the older children, and would allow for development of a curriculum beyond the lower primary grade levels.

Determination of Project priorities remains to be a question. Provision of program services to younger children continues to be the top priority. They have also served older children who are "beginning speakers" in the upper-primary grades, as well as those who are in special education classes, either directly or in a consultative role. Project's efforts to extend services beyond what is possible, may in part account for the varying opinions of regular school administrative and teaching personnel, according to the Project Manager. Interviews with school staff revealed generally positive opinions, but evidences of negative sentiments warrant continuing communication

between the Project and school staff. It might also be of value for the Project to re-examine itself and the direction it has taken, or would like to take. What are the expectations of the school staff of the ESL Project, and vice versa? What is the role of the ESL teacher relative to children's learning in the regular classroom? Should the ESL Project play a supportive function to regular classroom instruction in terms of reinforcing, supplementing, and remediating such instruction? Or, should it assume any function at all? Should it limit itself only to providing basic learning experiences which would help develop basic language skills? How could efforts of ESL and classroom teachers be better coordinated, and in which specific areas should they be coordinated? These are questions that may initiate fruitful discussions between the school and the Project.

Based on data presented earlier, interviews, questionnaire responses, and periodic-on-site observations, the following recommendations are made:

1. The ESL Project be continued and expanded to schools with concentrated enrollment of second language learners.

2. The number of ESL teachers assigned to a given school should be increased from one to two, so as to provide comparable level of services to both lower-and upper-primary grade pupils. The educational language needs of most of the fourth-fifth grade pupils are ignored in order to accommodate all the lower-primary grade pupils in the ESL classes.

3. Word on curriculum development for upper primary grade pupils should be continued.

4. Increase of tutorial hours to be assigned among fewer tutors should be considered. The current 324 tutorial hours weekly should be increased to 450 hours, and be distributed among fewer tutors. This would create opportunities for more children to be seen tutorially, on a small group or on an individual basis under the direction of the ESL teachers.

5. Communication between Project ESL and school administrative teaching staff should be continued and possibly strengthened, to clarify mutual expectations and Project role in their work with second language learners.

III. PROJECT DESCRIPTION

Approximately 620 children were enrolled in the English-As-A-Second Language Project, which operated at 12 Title I public and one parochial elementary schools. Thirty-two of the 620 participants participated in the English-As-A-Second Language Bilingual program at Hicks school.

Per cent distribution of Project participants by school follows below:

School	N	Per Cent
Buhrer	42	7
East Madison	65	10
Hodge	47	8
Hicks (Non-ESL Bilingual)	48	8
Hicks (ESL-Bilingual Component)	32	5
Kentucky	63	10
Paul L. Dunbar	58	9
Scranton	48	8
Stanard	20	3
Tremont	66	11
Urban Community-Saint Patrick (parochial)	26	4
Walton	51	8
Waring	31	5
William H. McGuffey	23	4

A. Participant Characteristics

The 1971-1972 Project participants demonstrated the following characteristics:

Ethnic Background

Spanish	77%
Croatian	8%
Greek	5%
Arab	5%
Chinese	2%
Italian	1%
Others (Indonesian, Australian, German, Korean)	2%

Place of Birth

U.S.A. (Cleveland 78% Other Places 22%)	43%
Puerto Rico	27%
Other Lands	30%

Duration of Project Participation

During the 1971-1972 school year --

57% participated for the first year.
32% participated for the second year.
7% participated for the third year.
3% participated for the fourth year.
1% participated for the fifth year.

Grade Placement

Per cent distribution of participants by grade follows below:

Preschool: Kindergarten and Child Development	30%
Grade 1	20%
Grade 2	13%
Grade 3	18%
Grade 4	8%
Grade 5	6%
Grade 6	5%

Skill Emphasis

- Approximately 54% of the participants received specialized instruction directed at improving oral communication skills only.
- Approximately 30% received specialized instruction directed at introduction to basic reading skills only.
- Approximately 16% received specialized services directed at improving both oral communication and reading skills.

B. Project Operations

Children attended their regular class, but received E.S.L. instruction on a regularly scheduled basis. Class size and time duration remained flexible. All children were seen on a daily basis for at least thirty minutes per class period and those with extremely limited language performance were given additional class sessions. Follow-up sessions, utilizing individual and small-group work, were conducted by teacher assistants and resident tutors under the supervision of the ESL teacher in most of the schools participating in the Project.

A specialized, systematic, and concentrated program of instruction was provided to second-language learners during the 1971-1972 school year. The four-phase approach was utilized:

- Focus on improvement of oral communication skills for pupils with limited English language, listening, and speaking skills.
- Focus on basic reading skills for pupils with some level of proficiency in English oral communication skills.
- Introduction to and/or familiarization with community resources.
- Adjustment to school and to community.

Oral Communication Skills: A variety of techniques were used to teach basic listening and speaking skills. Vocabulary and sentence structures encounted in the child's daily life were utilized to teach basic skills. "The Beginner's Book," a collection of thirty-one English units developed by the staff, served as the curriculum guide. Individual lessons were divided into four parts:

- Review Work - Students went over the material from the previous lesson.
- Listening Stage - Students listened as they repeated the new sentence structure and vocabulary items after the teacher.

  Teacher: It's a book.
  Students: It's a book.

- Responding with Statements - Students responded in a group and individually with the correct sentence structure and vocabulary items when the teacher presented the corresponding question.

  Teacher: What is it?
  Students: It's a book.

- Responding with Questions and Statements - Students responded in a group and individually to other students who questioned them about pictures, objects, and events related to the vocabulary and sentence patterns of the lesson.

  Student A: What is it?
  Student B: It's a book.

Grammar was taught by situations. Listening and speaking skills preceded any reading and subsequent writing of the language. Charts, pictures, diagrams, and flash cards were used to help create a mental image and its association with a word. Equipment pieces such as the language master, tape recorder, record player, and filmstrip projector were utilized to provide students with a variety of opportunities to practice their new language.

(Refer to Appendix A-1 for a sample of a unit lesson).

Introduction to Basic Reading Skills: The Miami Linguistic Readers Series, which concentrates on teaching the structure and sounds of standard English before and during the development of basic reading skills, served as the program for developing basic reading skills. Oral activities accompany the reading lessons, thus providing the students with additional practice in verbal expression. Children gain writing experience through the use of special workbook activities. The second language learners begin with tracing and then go on to copying, and then proceed to independent writing exercises. Songs, games, and play-lets reinforce the skills developed at each of the fifteen reading level steps.

(Refer to Appendix A-2 for a sample of a unit lesson).

Acculturation Activities: Selected activities were integrated into the program to help with adjustment problems of these children who had just immigrated to this country. These included the following:

- Activities were provided to create opportunities for children to function in small groups and to adapt to required social roles.
- Active involvement and participation of parents in the learning experiences of their children were continued.
- Project social and community workers continued to develop and coordinate parent programs and continued to supply parents with regular information about the school and Project activities.
- Field trips to the zoo, the aquarium, the airport, and other places of special interest to the students were organized throughout the school year. Parents were invited to accompany their children.

C. Staff Development

During the 1971-1972 school year an approximate total of 1,020 staff hours were utilized in staff development through in-service meetings and regularly-scheduled workshops. These sessions were directed at improving teacher competencies, as well as in continuing work on the curriculum along the following areas:

- Music for second language learners.
- Additional units for beginners' books.
- Reading and writing lessons.
- Individualized instruction.
- Dialogues and playlets.

A summary of the in-service session workshops are summarized below:

Pre-Service - 3 sessions at 5 hours per session

Topics: ESL Project organization, role clarification, staffing patterns, materials, curriculum, roles, and procedures

Curriculum-ESL Methodology - 5 sessions at 5 hours per session

Topics: Linguistics and ESL methodology, reading for second language learners, motivation and second language learning

Monthly Curricular Methodology - 20 sessions at 2 hours per session

Topics: Classroom management, evaluations, curriculum, oral techniques, reading techniques

Social Work Orientation - 3 sessions at 6 hours per session

Topics: Roles and responsibilities of community workers, procedures for home visiting, community resources

Social Work - 40 sessions at 6 hours per session

Topics: Techniques for dealing with parents and school staff, community resources, techniques for parent meetings

Classroom Teachers' Workshop - 1 session at 2 hours per session

Topics: Principles of second language learning, techniques for working with the second language learner

Tutor Orientation - 1 session at 3 hours per session

Topics: ESL program organization, job description and responsibilities, curriculum materials

Tutor Workshop - 4 sessions at 3 hours per session

Topics: Techniques for tutoring the second language learners

D. Parent Involvement

A total of 39 parent meetings were held during the school year, with an estimated total of 250 parents (unduplicated count) in attendance. Approximately 20 of these parents had served as volunteers in the ESL classrooms, or as chaperones on ESL field trips.

The ESL Project Parents' Advisory Committee (PAC) consisted of 20 parents who participated actively in discussions relative to Project development and operations. The PAC representatives also belong to the City-Wide Title I Parent Advisory Committee.

The Project has utilized the following activities to enlist initial and continuing parent participation:

- Home visits.
- Conferences with principals.
- Conferences with classroom teachers.
- Conferences with ESL teachers.
- Conferences with ESL psychologist and social worker.
- Interviews with community workers.
- Notes, newsletters, phone calls.
- Classroom visitation.
- Talks with resource, personnel from the urban community.

IV. EVALUATION

Assessment of the 1971-1972 English-As-A-Second Language Project (ESL) and the English-As-A-Second Language Bilingual Component were conducted semi-independently of one another because of the variation in their goals and objectives. This evaluation discussion will attempt to discuss the findings separately.

Assessment of the ESL Project was conducted to respond to the following questions:

- To what degree were the product objectives attained?
- Were the usual ESL skills transferable to or evident in regular classroom performance?
- What were staff impressions?

The following procedures were utilized in the assessment:

1. Administration of Project-devised test measures in September 1971 and May 1972.
2. Completion of a seven-item rating form on a four-point scale, with 4 as Marked Improvement to 1 as No Improvement, by the ESL and regular classroom teachers.
3. Personal interviews of regular classroom teachers and principals for their opinions on the Project.

A. Basic Design

Correlated t-test measures were used to evaluate level of significance of gains over a nine-month period on the following three Project-devised test measures:

- ESL Listening Test - a 40-item test to assess receptive knowledge of English sentence patterns, including vocabulary, structure, and syntax.
- ESL Speaking Test - a 40-item test to assess expressive knowledge of English sentence patterns including vocabulary, structure, and syntax.

- ESL Reading Test:
  - Word Reading Subtest - a 30-item test to assess ability to associate and identify the appropriate graphic symbols for the picture they represent.
  - Paragraph Meaning - a 30-item subtest to assess ability to draw meaning or inferences from the printed word.
  - Vocabulary - a 30-item subtest to assess the ability to draw meaning from oral context.
  - Word Study Skills - a 20-item subtest to assess the ability for visual and auditory discrimination of words with the same beginning and ending sounds.

In October 1971 data from these three subtests were subjected to an item analysis to evaluate the validity and reliability of the different test measures.

Data on the seven-item questionnaire which provided an index of the degree of the level of functioning of participants in regular classrooms, were also analyzed by independent t-tests. A per cent distribution of rating above the four-point scale was provided. In addition, data was subjected to independent t-tests to evaluate the differences in ratings between ESL and regular classroom teachers of the participants.

B. Presentation of Findings

This discussion will attempt to respond to the following questions: To what degree were gains in basic ESL skills significant? To what degree are such skills transferable to the regular classroom setting?

1. Growth in Acquisition of Basic ESL Skills

Participants evidenced significantly higher level of basic ESL skills at the end of the 1971-1972 school year as compared with performance at the beginning of the school year. Gains were significant ($p<.01$) across all grade levels in Listening, Speaking, and Reading subtests.

Growth in Listening and Speaking skills over time are presented in Table 1 and Figure 1. The following key findings were noted:

- Participants showed significant higher level of Listening skills ($p<.01$) at the end as compared to that at the beginning of the school year, based on performance on the Project-developed Listening test. Attainment of mastery criterion of 75% accuracy level was noted at all grade levels at the end of the school year.

- Participants evidenced significant higher level of Speaking skills ($p<.01$) at the end as compared to that at the beginning of the school-year, based on performance on the Project-developed Speaking test. Attainment of mastery criterion of 75% accuracy level was noted at one group of upper primary pupils at Grades 4-5-6, who demonstrated larger growth in speaking skills over time, when compared to pupils at kindergarten-Child Development levels, and at Grades 1, and 2-3.

- In the Listening subtest, pupil performance became less variable at the end of the school year as compared to performance at entry. The observed standard deviation appeared to be consistently larger at the end of the year across grade levels.

- In contrast, pupil performance in the Speaking subtest tended to be more variable at the end of the school year as compared to performance at entry. There were increases in the observed standard deviation at the end of the school year across grade levels.

TABLE 1

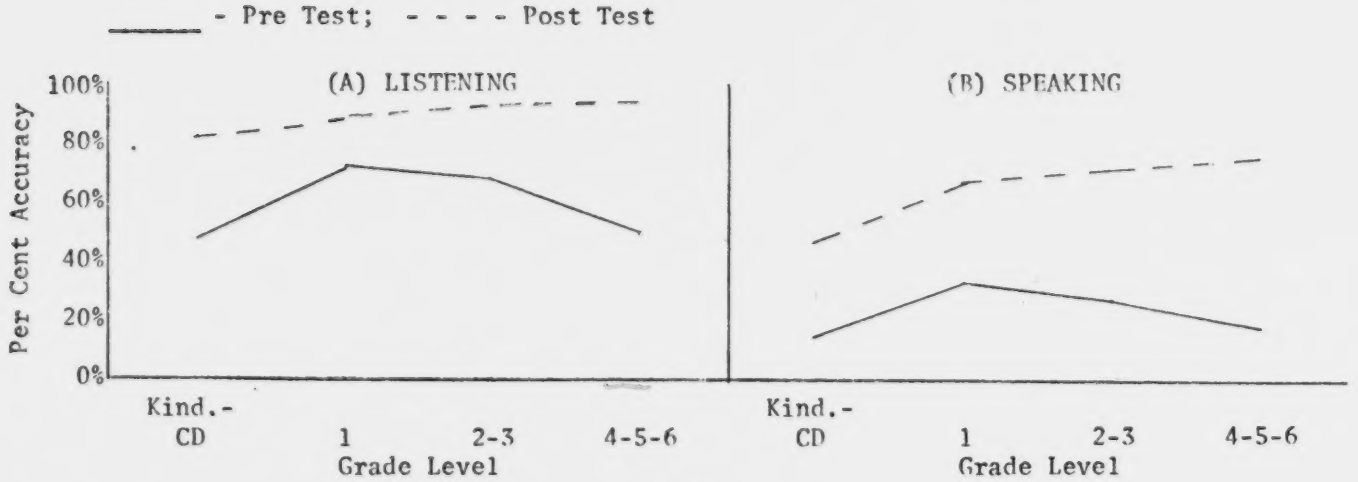
CORRELATED t-TESTS FOR LISTENING AND SPEAKING MEAN SCORES
IN OCTOBER 1971 AND IN MAY 1972

Grade	N	Listening			Speaking		
		October 1971	May 1972	t	October 1971	May 1972	t
Kind.-Child Dev.	80	18.77 (11.22)	32.68 (5.74)	2.41*	28.01 (24.40)	79.04 (33.44)	5.42*
1	49	28.49 (8.14)	35.32 (3.63)	3.63*	54.70 (26.62)	112.32 (29.72)	15.54*
2-3	25	27.56 (12.04)	37.28 (2.35)	3.90*	45.44 (26.83)	117.25 (37.96)	6.47*
4-5-6	27	19.85 (14.39)	37.59 (2.62)	4.33*	30.50 (30.69)	125.00 (32.63)	16.70*

* Figures inside the parenthesis represent standard deviations.

FIGURE 1

PER CENT ACCURACY LEVEL FOR ESL LISTENING
AND SPEAKING SUBTEST BY GRADE



Growth in reading skills over time was presented in Table 2 and Figure 2. The following key findings were noted:

- Participants evidenced attainment of mastery criterion of 75% accuracy at the end of the school year across all grade levels on Word Reading, which taps pupil's ability to analyze a word without the aid of a context.

- Participants at Grades 4-5-6 evidenced attainment of mastery criterion of 75% accuracy at the end of the school year on Paragraph Meaning which measures child's functional ability to comprehend connected discourses of sentences. Participants at Grades 2 and 3 fell slightly below the attainment of mastery criterion.

- Participants across all grade levels evidenced attainment of mastery criterion of 75% accuracy at the end of the school year on Vocabulary subtest, which taps child's knowledge of simple definitions, reading associations, comprehension of concepts represented by words, etc.

- Participants across all grade levels evidenced attainment of mastery criterion of 75% accuracy at the end of the school year on Word Study subtest, which measures auditory perception of beginning and ending sounds.

2. Teachers' Ratings of Improvement

Ratings of participants by regular classroom teachers indicated improvement in acquisition of basic ESL skills and their integration into the regular classroom learning over a nine-month period. Per cent distribution of participants receiving "Marked" to "Moderate" Improvement (Table 3) is summarized below:

- Understanding of the spoken English language.
  - Eight out of every ten first and third graders.
  - Seven out of every ten kindergarten-Child Development pupils.
  - Six out of every ten fourth-fifth-sixth graders.

TABLE 2

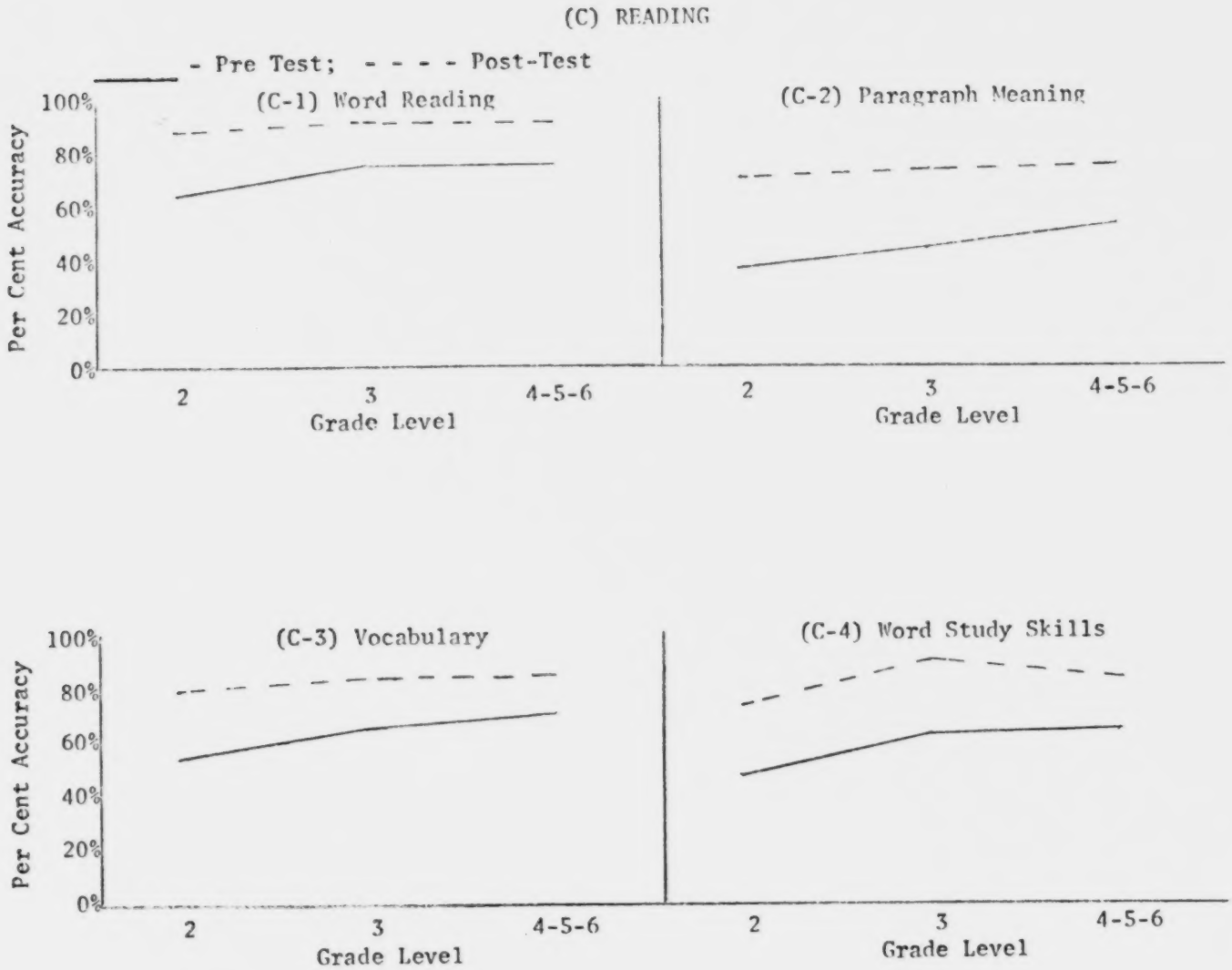
CORRELATED t-TESTS FOR MEAN READING SCORES IN OCTOBER 1971 AND MAY 1972

Grade	N	Word Reading			Paragraph Meaning			Vocabulary			Word Study Skills		
		October 1971	May 1972	t	October 1971	May 1972	t	October 1971	May 1972	t	October 1971	May 1972	t
2	31	19.09 (5.96)	26.82 (3.72)	9.12*	11.51 (4.42)	21.34 (5.42)	8.42*	16.60 (6.04)	23.62 (5.11)	7.32*	9.57 (4.51)	15.22 (5.36)	5.89*
3	39	23.05 (6.12)	27.36 (3.82)	5.49*	13.10 (6.75)	21.79 (5.82)	7.86*	20.24 (7.65)	25.34 (4.08)	4.53*	12.37 (3.78)	18.05 (4.43)	6.94*
4-5-6	30	23.17 (5.48)	27.39 (3.50)	6.30*	16.00 (4.73)	23.03 (4.08)	8.06*	21.44 (5.83)	25.90 (4.10)	4.98*	13.40 (5.40)	16.90 (4.19)	4.74*

* $p < .01$

FIGURE 2

PER CENT ACCURACY LEVEL FOR READING SUBTESTS BY GRADE



- Five out of every ten second graders.

- Understanding of the printed/written word.
  - Eight out of every ten first and third graders.
  - Six out of every ten fourth-fifth-sixth graders.
  - Five out of every ten second graders.
- Interest in schoolwork.
  - Seven-eight out of every ten first and third graders.
  - Four out of every ten second and fourth-fifth-sixth graders.
- Level of vocabulary skills.
  - Nine out of every ten third graders.
  - Seven out of every ten first graders.
  - Six out of every ten kindergarten pupils.
  - Five out of every ten second and fourth-fifth-sixth graders.
- Level of sentence phrases.
  - Six-seven out of every ten first and third graders.
  - Six out of every ten kindergarten pupils.
  - Five out of every ten second graders.
  - Four out of every ten fourth-fifth-sixth graders.
- Integration of ESL skills and regular classroom learning.
  - Eight out of every ten third graders.
  - Six out of every ten kindergarten, first, and second graders.
  - Three out of every ten fourth-fifth-sixth graders.

TABLE 3

PER CENT DISTRIBUTION OF CLASSROOM TEACHERS' RATINGS OF DEGREE OF IMPROVEMENT

Grade	N	Rating**	A*	B*	C*	D*	E*	F*
Kindergarten	43	5	47	Not Applicable	40	35	39	37
		4	23		29	26	23	23
		3	28		24	30	26	26
		2	2		5	9	10	14
		(1)	(--)		(2)	(--)	(2)	(--)
1	35	5	53	42	50	19	25	23
		4	31	42	29	67	50	40
		3	14	14	9	11	22	31
		2	2	3	--	3	--	6
		(1)	(--)	(--)	12	(--)	(3)	(--)
2	30	5	31	27	20	20	20	33
		4	24	23	23	27	33	23
		3	34	43	30	33	20	21
		2	7	7	14	16	27	13
		(1)	(4)	(--)	(13)	(4)	(--)	(10)
3	28	5	43	32	50	32	24	32
		4	40	46	36	57	43	46
		3	1	4	11	7	29	18
		2	--	--	--	4	4	4
		(1)	(14)	(18)	(4)	(--)	(--)	(--)
4-5-6	44	5	41	18	23	18	16	16
		4	18	39	16	30	27	16
		3	34	36	36	39	48	57
		2	5	7	14	9	9	9
		(1)	(2)	(--)	(11)	(5)	(--)	(2)

* A - Understanding of spoken language
B - Understanding of printed word
C - Interest in schoolwork
D - Vocabulary
E - Sentence phrases
F - Integration - ESL skills and classroom learning

** 5 - Marked Improvement
4 - Moderate Improvement
3 - Some Improvement
2 - No Improvement
1 - Does Not Apply. This was not included in the analysis on table.

These findings appear to suggest that acquisition of basic ESL skills are transferable to general classroom learning based on judgments of the regular classroom teachers of participants. These appeared to be most evident in:

- Understanding of the spoken English language.
- Understanding of the printed/written word.
- Level of vocabulary skills.

Differences in Ratings Between Project and Classroom Teachers: Differences in participants' mean ratings of levels of improvement between Project and classroom teachers were generally non-significant. These findings appear to suggest that opinions of both teachers relative to the pupils' progress in their language skills were comparable (Table 4).

Of the 25 individual comparisons made between ESL and classroom teachers, six were observed to demonstrate significance beyond the .01 level. Other findings were noted:

- Classroom teachers gave significantly higher ratings to first grade participants than did Project teachers in the understanding of the written or printed word (B) and in interest in schoolwork (C).

- Project teachers rated participants at Grades 2 and 4-5-6 significantly higher than did classroom teachers in levels of vocabulary skills (D) and English sentences and phrases (E).

3. Analysis of Project-Developed Tests

Correlational Studies: Correlational studies of Project-developed tests, Listening, Speaking, and Reading scores, based on the September 1971 measures indicated significant intercorrelations between the three test measures at Grades 3 to 5. Correlations were not consistent among these three tests at the lower and upper grade levels (Table 5).

TABLE 4

CORRELATED t-TESTS FOR PARTICIPANTS' MEAN RATING DIFFERENCES
BETWEEN CLASSROOM (CL) AND PROJECT (ESL) TEACHERS

	A+			B			C			D			E		
Grade	CL	ESL	t	CL	ESL	t	CL	ESL	t	CL	ESL	t	CL	ESL	t
KD-CD	4.14	4.39	1.53	Not Applicable			3.93	3.81	-0.53	3.91	4.19	1.60	3.88	3.84	-0.26
1	4.30	4.47	0.70	4.22	3.06	-4.00**	4.23	3.76	-2.24*	4.03	4.11	0.48	3.94	4.08	0.76
2	3.76	3.97	0.88	3.80	3.93	0.55	3.23	3.43	0.69	3.43	3.97	3.00**	3.45	4.06	3.29**
3	3.29	4.20	0.09	3.75	3.96	0.60	4.29	4.00	-1.00	4.17	4.28	0.57	3.29	4.22	1.73
4-5-6	3.88	4.16	1.50	3.68	4.04	1.83	3.39	3.73	1.89	3.59	3.97	2.89**	3.61	4.00	2.79**

* $p < .05$; ** $p < .01$

A+ - Understanding of spoken language
B - Understanding of printed word
C - Interest in schoolwork
D - Vocabulary
E - Sentence phrases

TABLE 5

PEARSON CORRELATIONS FOR LISTENING, SPEAKING, AND READING SUBTESTS BY GRADE BASED ON SEPTEMBER 1971 PERFORMANCE

Grade	N	Subtest	Listening	Speaking
K-CD*	110	Speaking	.92	
1	48	Speaking	.66	
	38	Reading		.32
2	18	Speaking	-.52	
	11	Reading	-.35	.38
3	14	Speaking	.48	
	16	Reading	.59	.66
4	15	Speaking	.78	.99
	10	Reading	.52	
5	13	Speaking	.77	
	6	Reading	.88	.87
6	11	Speaking	.80	
	9	Reading	.62	.02

* Kindergarten-Child Development

- The highest correlations were noted for Listening and Speaking subtests, indicating that these measures may be measuring the same or similar skills. Correlations ranged from .92 (at Kindergarten-Child Development) to .48 (at Grade 3).
- Correlations of Reading measures with either Listening or Speaking measures tended to be lower, indicating that Reading skills are different from either Listening or Speaking skills.
- Higher correlations between Listening and Reading subtests were noted at the upper grade levels than at the lower grade levels. Correlations ranged from .88 (at Grade 5) to -.35 (at Grade 2).
- Correlations between Reading and Speaking subtests ranged from .99 (at Grade 4) to .02 (at Grade 6).

Item Analysis: Analysis of the Project-developed Listening and Reading subtests indicated uneven distribution in terms of the following four difficulty levels:

76% - 100% Accuracy: Very Easy
51% - 75% Accuracy: Easy
26% - 50% Accuracy: Difficult
0% - 25% Accuracy: Very Difficult

Most of the items were concentrated in the Very Easy to Easy or low-difficulty levels, based on per cent of accurate responses noted for each item.

The distribution of the 40-item Listening subtest along the four difficulty levels indicated that the test became too easy even for pupils at Grade 1 (Table 6).

TABLE 6

PER CENT DISTRIBUTION OF ESL 40-ITEM LISTENING SUBTEST BY DIFFICULTY LEVEL BY GRADE

Level of Difficulty	Child Development-Kindergarten	First Grade	Second-Third Grade
Very Easy	12%	75%	68%
Easy	58%	18%	23%
Difficult	28%	7%	7%
Very Difficult	2%	--	2%

- The ESL Listening subtest appeared to be appropriate for children at Child Development plus kindergarten, as per cent accuracy tended to be concentrated on the Easy to Difficult levels.

- The ESL Listening subtest appeared to be less appropriate for children beyond Child Development plus kindergarten, as per cent accuracy was concentrated at the Very Easy level: Approximately seven out of every ten pupils at grades 1 to 3 were responding accurately to three quarters or better of the 40-item Listening subtest.

On the Reading subtests, distribution of per cent accuracy level according to the four difficulty levels, was also uneven. Majority of the items in the four Reading subtests, Word Reading, Paragraph Meaning, Vocabulary and Word Study Skills, was generally concentrated on the Very Easy to Easy levels (Table 7).

The following key findings were noted:

- The 30-item Word Reading subtest appeared to be more appropriate for second grade pupils, as per cent accuracy level tended to be concentrated in the Easy-Difficult levels. It was appropriate for children beyond second grade, as two-thirds or better of the pupils from grades 3 to 6 were achieving mastery criterion of 75% accuracy.

- The 30-item Paragraph Meaning subtest appeared to be the best of the four reading subtests in terms of even distribution of items along the four difficulty levels across all grade levels. It also demonstrated a graduated difficulty level from grades 3 to 5 which was missing in the other reading subtests.

- The 30-item Vocabulary subtest appeared to be more appropriate for pupils at grades 2-3. It was less appropriate for pupils beyond third grade, as two-thirds of pupils at grades 4-6 were demonstrating attainment of mastery criterion of 75% or better.

TABLE 7

PER CENT DISTRIBUTION OF ESL READING SUBTESTS
BY DIFFICULTY LEVEL BY GRADE

Grade	N	Word Reading				Paragraph Meaning				Vocabulary				Word Study Skills			
		Very Easy	Easy	Difficult	Very Difficult	Very Easy	Easy	Difficult	Very Difficult	Very Easy	Easy	Difficult	Very Difficult	Very Easy	Easy	Difficult	Very Difficult
2	11	20	50	30	--	--	20	73	7	10	60	27	3	--	50	50	--
3	16	63	33	4	--	--	37	60	3	47	43	10	--	10	75	15	--
4	10	83	17	--	--	13	47	37	3	67	23	10	--	30	55	15	--
5	6	73	27	--	--	17	67	13	3	67	27	6	--	30	55	15	--
6	9	80	13	7	--	20	43	27	10	67	33	--	--	45	40	15	--

- The 20-item Word Study Skills subtest, tended to have a more even distribution of items in terms of four difficulty levels than either Word Reading or Vocabulary subtests. Items appeared to be concentrated in the Easy level. However, the subtest does not reflect the graduated difficulty level by grade, which was noted in Paragraph Meaning subtest.

To summarize briefly, the Listening and the Reading subtests, appeared to be more appropriate for children at the lower grade levels. Per cent of accuracy appeared to be too high when one considers that analysis was based on performance at the beginning of the school year.

4. Impressions of School Principals and Regular Classroom Teachers

Based on interviews of five principals and 25 classroom teachers, representing five schools, covering all grade levels, a variety of opinions ranging from the strongly negative to the strongly positive, were expressed about the effectiveness of the Project. Positive opinions generally prevailed across all the interviews. However, evidence of some negative sentiment appeared to warrant the need for continuing communication between the Project and the schools in which it has been operating, directed at greater clarification of Project role and expectations.

In reply to "To what degree has the English-as-a-Second-Language Project been effective in improving reading skills of participants in your school?", three of the five principals implied that this program has been very effective:

"To a great degree. It has built a better self-image and created interest in the regular school program"
"Almost 100% effective. Some of these children start out unable to read at all in English"
"Invaluable to the school. Just the association of being with a special teacher is helping these children. The one-to-one relationship is good for them"

A fourth, who found the program "Fairly effective," stated that some teachers think it a complete waste of time, while others find it very effective. The fifth principal was reluctant to evaluate the effectiveness of the Project, but reflected a negative feeling toward the program as a whole:

> "Can't really say. I am unhappy with it and feel it is a waste of money. The tutor started with 20 pupils and now is down to 12. Since our space is so limited, I think it could be put to better use. Our school has its own speech therapist; speech therapy seems to be doing more for the children than ESL does."

A second, similar question directed to the principals requested them to assess the effectiveness of ESL in improving the oral communication skills of the pupils involved. Two of the five principals described ESL as having been very effective in this regard:

> "Excellent. They are able to express themselves intelligently and to comprehend what is taught"
> "Very good. It has done very well"

Two other principals deemed the program only fairly effective in promoting oral communication skills:

> "One-third of the students are Puerto Rican and need the Project. It is fairly effective, but it takes approximately one to one and a half years to really work"
> "It is effective. There has been some difficulty between some of the teachers and the ESL teacher, mostly because of the classroom teacher. The children's communication has improved. They are not isolating themselves as much"

The fifth principal, however, felt:

> "It hasn't helped that much. They learn more by participating in the class, on their own"

The 25 teachers in the sample were asked to specify the outstanding positive feature of the ESL project. Their answers are tabulated below:

Feature	Frequency of mention
Self-confidence improved	8
Communication is fostered	5
Improvement in reading and language facility	4
Reinforces phonetics	3
Gives them the individual attention they need	2
They can work in small groups	2
There is nothing positive about it	2
Classwork improves	2
No contact -- cannot answer	2
"They remain introverted and still don't talk in class"	1
They come back to the class more relaxed	1
They maintain their own heritage	1
"The reading specialist says they do even better than the English-speaking children"	1
They can relate language and custom	1
Comprehension increases	1
It is a bridge between two cultures	1

The teachers were next requested to "Please rate the degree of improvement to which the following language skills have been affected by Project participation." For each skill, a rating of 5 indicated marked improvement; a rating of 1, insignificant improvement:

Rating	Speaking	Listening	Reading	Sentence structure
5	6	3	5	6
4	10	11	7	3
3	3	6	5	5
2	0	0	2	5
1	1	1	1	1
No answer	5	4	5	5
Mean rating	4.0	3.7	3.6	3.4

In interpretation of the findings reported in the above table, it should be noted that the ratings of "1" obtained for each skill were given by the same respondent. A note appended by the interviewer asserted that on each program, "This teacher was anti-everything." Collectively, the

remainder of the group assessed the Project's effectiveness in fostering improvement, especially in speaking and listening, as being at least moderate.

Both principals and teachers were invited to submit recommendations for future program implementation. A compilation of their suggestions is given below:

Recommendation	Principals (N = 5)	Teachers (N = 25)	Total (N = 30)
Better teacher-ESL teacher coordination	0	8	8
None -- it is working well	0	5	5
Make the sessions longer	1	2	3
It takes the child out of the classroom too much	1	1	2
Better teacher-parent communication	1	1	2
The children don't like to go to ESL	1	1	2
Earlier placement into the program	0	2	2
Do away with it -- it's a waste of money	0	2	2
Involve more children	0	2	2
More effective material is needed	1	0	1
Continue in-service classes	1	0	1

Recommendations	Principals	Teachers	Total
"Supplement in all schools with bilingual program"	1	0	1
"Do away with it. It isn't needed. The language problem in this school is Croatian, not Spanish"	1	0	1
Should meet more often	0	1	1
Should stress self-expression	0	1	1
"Child should get this help full-time until he's ready to enter the regular classroom"	0	1	1
"Let Appalachia kids participate"	0	1	1
Secure cooperation of the other children so the ESL children aren't ridiculed	0	1	1
Never have ESL at same time as reading	0	1	1
Concentrate on English and reading in smaller groups	0	1	1
Keep in the program children who need it but are no longer eligible	0	1	1
"Field type experiences to better understand our culture"	0	1	1

Test for readiness	0	1	1
Develop system for getting the children out of the room at the same time	0	1	1
"Children should be taught the meaning of each word. They can read words but have trouble comprehending and using words in sentences"	0	1	1

In addition, the teachers were asked to indicate which of the recommendations they had made they judged to be most important. Twelve of the 25 respondents, including the five who made no suggestion, did not reply. The other 13 cited:

Better teacher-ESL coordination	4
Make the sessions longer	1
Stress self-expression	1
Secure cooperation of other children so ESL children aren't ridiculed	1
Include children who speak fairly well but do not have a good basic skills background	1
Concentrate on English and reading	1
Keep in the program children who need it but are no longer eligible	1
"Include the children who score above second grade level but below their grade level"	1
Develop a system so that all the children can leave the room together	1
"The project is very good. It really helps these kids take hold"	1

APPENDICES

APPENDIX A-1

Unit XII - Let's Count
Lesson 2

Language Patterns

There are no. voc.*

How many are there?*

Vocabulary

ball*	one*	seven
car*	two*	eight
boat*	three*	nine
balloon*	four*	ten
kite*	five*	
doll*	six	

Materials

sets of flannel-backed toy cutouts*
counting strips*
counting board*
macaroni or buttons*
lotto boards and sets of colored leaves
(10 leaves in each set)
a box
tape recorder
beanbag*
tokens*

Review Work

Seat children around the tape recorder. Use counting strips or picture cards on which there are 5 figures. Pass one out to each child and keep one for yourself. Count your figures and have the Whole Group count after you. Turn on the tape recorder and ask each child...."How many are there?" Each child counts and says "There are no. voc."

New Material

A. Modeling Stage

1. Use the same sets of figures from Lesson 1 to model the counting from 1 through 10. Place the figures on the board counting as you do so. Repeat the counting several times as the children listen. Place other sets of figures on the board and have the children count as a Whole Group, Small Groups, and Individually.

2. Since the children may have had exposure to this back in their regular class, you may not have to go through each of the stages for the modeling exercise.

B. Signaling Stage

1. Practice the question with the whole group a few times. Call children to the board individually. The whole group asks the question and the child responds by counting the number of figures you have placed on the board.

2. This activity can continue with individuals questioning individuals.

C. Drilling Stage

(The amount of time needed for children to master counting to 10 will vary. Follow the suggesions for the modeling and signaling stages to introduce children to counting in English. After this, decide how much drill work children need and choose from the following suggestions. It may take several days to complete the Unit).

1. Repeat the team game played with counting strips from Lesson 1 using the numerals from 1 to 10.

2. Give each child a board divided into 10 sections and a handful of small objects such as macaroni pieces or buttons. Call out a number and direct children to place this number of objects in one of the squares on his board. This is done silently as you watch. When all the children have finished, call on one child to count the objects in his square out loud.

3. Play number lotto. Each child gets a game board with sets of pictures on it. Hold up a large picture and ask the whole group to count the number of objects in the picture. A child with the corresponding number of objects on his board covers this picture. The first child to cover all of his pictures wins the game and may lead the children in counting for the next game.

4. Make up sets of colored leaves, ten leaves in each of the sets of nine colors. Seat the children in a large circle and scatter the sets of leaves in the center of the circle. Assign a color to each child. At a given signal the children pick up as many of their leaves as they can before you call stop. Each child counts his leaves and says...."I have no. color leaves." The child with the most leaves becomes the wind and scatters the sets.

5. Place a set of ten flannel objects in a box. Take out a handful of these without letting the children see the number you are holding. Have the children count themselves, each child saying a number. Place the flannel objects you are holding on the board. The child who says the number which corresponds to the number of objects on the flannel board gets one point. Use tokens to keep score. At the end of the game, each child counts his tokens. Change children's positions frequently so that each child's number changes when he counts off.

6. Draw a large circle on the floor. Divide the children into two teams. The children stand some distance from the circle and attempt to throw a beanbag into the circle. The first team which completes 10 successful throws wins the game. Keep score using tokens. Ask individuals to report the team score occasionally.

7. Seat the children in a semi-circle around a box in which you have put the counting strips. A child comes to the front of the group and removes a strip from the box. After counting the figures on the strip, he faces the group and asks...."How many voc. are there?" He allows the group two guesses....

   There are seven boats.
   There are three boats.

   If no one guesses correctly, he remains up and repeats the action until a child answers his questions correctly.

APPENDIX A-2

MIAMI LINGUISTIC READERS SERIES

BIFF AND TIFF - LEVEL ONE - A - STEP 35

Language Structure Emphasis

-Questions with is and the -ing form of the verb:
What is (Biff) doing? Who is (sitting)?
Is (Biff) (sitting)?
-Answers with is or isn't and the -ing form of the verb: (Biff) (is) (sitting).

Reading Emphasis

-Words: is, sitting
-Verb ending: -ing
-Doubling of t when -ing is added
-Initial: S-, s-
-Auditory discrimination: initial /s/

Writing Emphasis

-Words: is, sit, sitting
-Pattern: -it
-Initial: s-, S-
-Letters: n, g
-Doubling of t when -ing is added

Materials

-Chart 20
-Word cards: Biff, is, sitting, sit
-Punctuation card: period
-Seatwork Book, page 22
-Headbands: Biff, Tiff
-Primary paper or newsprint

1. Refer to Chart 20. Following techniques A, B, and C on the foldout, guide the class, groups, and individuals to ask and answer the questions, "What is (Biff) doing?" "Is (Biff) (sitting)?" and "Who is (sitting)?"

   For example:

   A

   Teacher points to Biff on Chart 20 and models: "Is Biff lying down?"
   Class repeats: "Is Biff lying down?"

   Teacher models: "No, he isn't."
   Class repeats: "No, he isn't."

   Teacher models: "What is Biff doing?"
   Class repeats: "What is Biff doing?"

   Teacher models: "Biff is sitting."
   Class repeats: "Biff is sitting."

   Teacher points to Tiff on Chart 20 and models: "Is Tiff sitting?"
   Class repeats: "Is Tiff sitting?"

Teacher models: "No, he isn't. Tiff is looking at Biff."
Class repeats: "No, he isn't. Tiff is looking at Biff."

Teacher models: "Who is sitting?"
Class repeats: "Who is sitting?"

Teacher models: "Biff is sitting."
Class repeats: "Biff is sitting."

Proceed to technique B where the questions will signal the correct responses from the pupils. In technique C, individual pupils will work with one another in asking and answering the questions.

2. Read Chart 20 and have the pupils read it smoothly. Have the class spell sit as you point to the word sit. Write sitting on the chalkboard, naming each letter as you do so. Read the word and have the class read after you. Spell the word and have the pupils repeat the name or each letter after you name it. Have the pupils spell the word as you point to the letters. This will be the first time in this program that the pupils will be expected to recognize and name letter n. Have the pupils observe that sit has two t's when -ing is added.

3. Ask for volunteers to read one line at a time with smooth rhythm.

4. Call out sit or sitting and have pupils frame, spell, and read the word you called from the pair of words above the sentence on Chart 20.

5. Call out at random single words from the sentence. Have individual pupils come to the chart, frame the word which you called out, and then read the whole sentence.

6. Place word cards Biff, is, sitting, and sit and a punctuation card for a period on the edge of the chalkboard. Point to one of the lines on the chart and have a pupil select the card or cards needed to reproduce the line. Have the class read the line.

7. Have pairs of pupils wearing Biff and Tiff headbands dramatize the scene on Chart 20. Have other pupils read the words and sentence on the chart.

8. Pronounce the words sit, seven and sad and have the pupils repeat them to observe that they begin with the same sound. Write sit on the chalkboard and have the pupils think of other words which begin with the sound of /s/. Repeat the suggested word as you write s ____ on the chalkboard under the word sit. Explain that the blank stands for the other letters in the word.

9. Write the letters S and s on the chalkboard and have the pupils name them. Draw pictures of a sun, a box, a sock, a girl, a saw, and a dog under the letters. Model the names of the objects, pointing to each as you name it. Then have the pupils repeat the names. Have individuals frame the pictures of the objects which begin with the sound of /s/. Then have volunteers underline the pictures of the objects which begin with this sound.

10. Have the pupils write the letters S and s on the top line of a sheet of primary paper. Have them draw the pictures from the chalkboard which begin with the sound of /s/ on their papers. Place these papers in folders for the pupils' beginning-sound dictionaries.

Seatwork Book, Page 22

1. Guide the pupils to make statements about the pictures on the left side of the page, such as The boy is sitting, The girl is drinking.

2. Guide the pupils in tracing and writing the word is. Give special attention to the dotting of the i's. Have the children read the words they have written as they point to the pictures in random order and make appropriate statements.

3. Guide the pupils in tracing and writing sit and sitting on the right side of the seatwork page. Have the pupils observe the doubling of the t in sit when -ing is added. This is the first time in the program that the pupils are asked to write n and g. Model the letters on the chalkboard. If children notice the difference between the printed g on the chart and the handwritten g, refer to the two forms as the "reading g" and the "writing g."

4. Guide the pupils in tracing and completing the sentence at the bottom of the page.

5. Guide the pupils in writing n and g. Use newsprint or primary paper.

APPENDIX B

LIST OF ESL PARTICIPATING SCHOOLS BY YEAR

SUMMER OF 1967

Buhrer
Hicks
Kentucky
Orchard
Paul L. Dunbar
Scranton
Tremont
Waverly
William H. McGuffey

1967-1968

Hicks
Kentucky
Mill
Paul L. Dunbar
Scranton
Tremont
William H. McGuffey

1968-1969

Hicks
Kentucky
Paul L. Dunbar
Scranton
Tremont
William H. McGuffey

1969-1970

East Madison
Hicks
Kentucky
Marion
Mill
Paul L. Dunbar
Scranton
Tremont
William H. McGuffey
St. Francis
St. Patrick

1970-1971

Buhrer
Hicks
Hodge
Kentucky
Marion
Paul L. Dunbar
Scranton
Tremont
Walton
William H. McGuffey
St. Francis
St. Patrick

1971-1972

Buhrer
East Madison
Hicks
Hodge
Kentucky
Paul L. Dunbar
Scranton
Stanard
Tremont
Walton
Waring
William H. McGuffey
Saint Patrick (Urban Community)